



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID- 2025- 184

To : Assistant Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Other SGOD Personnel
School Heads
Teachers

Subject : **DIVISION MONITORING ON THE CONDUCT OF THE FIRST DAYS OF CLASSES FOR SY 2025-2026**

Date : June 10, 2025

In pursuance to DepEd Memorandum No. 012, s. 2025 on “ **Multi-Year Implementing Guidelines on the School Calendar and Activities**”, this Office informs the field of the Division Monitoring on the Conduct of the First Days of Classes for School Year 2025-2026 within June 16-20, 2025.

This activity is aimed at gathering information and necessary feedback aligned to the indicators stipulated in the attached Tool for Oplan Balik Eskwela ensuring that necessary preparations for Opening of Classes have been done in schools, and for technical assistance on notable issues and concerns.

The list of Monitors from CID and SGOD are hereto attached together with the Monitoring Tool for Opening of Classes. Assistant Schools Division Superintendent, CID and SGOD Chiefs shall just choose schools for monitoring.

Moreover, it is expected that monitoring results shall immediately be encoded by the SGOD Personnel per team in the Google Form through this link <https://forms.office.com/r/8EvHmr6L8g>. (Only One encoding of results for each school). Mr. Reyzen O. Monserate, as Division M&E focal, is advised to monitor and ensure completion of monitoring results encoding right after the designated dates. He is also expected to coordinate with the Region for Digos City consolidated results and provide the same to this Office for future TA reference. Likewise, follow-up monitoring is expected to be done especially on items that need polishing or completion.

Travelling expenses of monitors shall be charged against local funds subject to the usual accounting and auditing rules and regulations.

For information, guidance and compliance.

DepEd Schools Division of Digos City
RECORDS SECTION

RELEASED
JUN 13 2025
TIME: 8:59 PM

Enclosed: As stated.
CID/bsd

BY: _____

Melanie P. Estacio JUN 13 2025
MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent



Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002
(082) 553-8396 | (082) 553-8376 | (082) 553-9170 | (082) 553-8375
(082) 553-8396 | (082) 553-8376
www.depeddigoscitey.org | digos.city@deped.gov.ph

Monitoring Schools on the Conduct of First Days of Classes, SY 2025-2026
(June 16-20, 2025)

DISTRICT	TEAM OF MONITORS	SCHOOL
DIGOS ORIENTAL	TEAM A: ● Ferna Renira Alde (Lead Monitor) ● Zandria M. Sy (Member) ● Cherrie Anne Bohol (Member/Encoder) ● Micah Fuentes (Member/Encoder)	Ramon Magsaysay Central Elementary School
		Isaac Abalayan Elementary School
		Cogon Elementary School
		Dawis Elementary School
	TEAM B: ● Neil D. Bongcayao (Lead Monitor) ● Rowena M. Magdayao (Member) ● Ronald Dedace (Member/Encoder) ● Mark Castañares (Member/Encoder)	Don Mariano Marcos Elementary School
		Aplaya Elementary School
		Pedro S. Garcia Elementary School
		Badiang Elementary School
		Kibanban Elementary School
DIGOS OCCIDENTAL	TEAM C: ● Clarence S. Pillerin (Lead Monitor) ● Angel Bisaga (Member) ● Janice Alquizar (Member/Encoder) ● Airon Alejandro (Member/Encoder)	Digos City Central Elementary School
		Jolencio R. Alberca Elementary School
		Dulangan Elementary School
		Federico J. Alferez Elementary School
		Balabag Elementary School
	TEAM D: ● Mary Joy B. Fortun (Lead Monitor) ● Joan Niones (Member) ● Jerick Vergara (Member/Encoder) ● Dhelmie Christine Peñas (Member/Encoder)	Damñas Elementary School
		Mahayahay Elementary School
		Pedro V. Basalan Elementary School
		Ruparan Elementary School
DIGOS SOUTH	TEAM E: ● Cherry Rossette E. Oliva (Lead Monitor) ● Elizabeth Quiñones (Member) ● Reyzen Monserate (Member/Encoder) ● Daissy Jane Sanoy (Member/Encoder)	San Miguel Elementary School
		Igpit Elementary School
		Bagumbuhay Elementary School
		Colorado Elementary School
		Remedios Saplala Elementary School
	TEAM F: ● Inda Nacua (Lead Monitor) ● Marjun Reboquillo (Member/Encoder) ● Myracel Dalope (Member/Encoder)	Domingo Abawag Elementary School
		Arcaflor Maniapao Elementary School
		Casildo Nonol Elementary School
		Lungag Elementary School
MT. APO	TEAM G: ● Eleser Mateo (Lead Monitor) ● Jem Boy B. Cabrella (Member) ● Russel Kevin Maurin (Member/Encoder) ● Jose Israel Maravillas (Member/Encoder)	Apolandia Elementary School
		Marawer Elementary School
		Rizal Central Elementary School
		Necencio Isidro Elementary School
	TEAM H: ● Ida I. Juezan (Lead Monitor) ● Leilani T. Señires (Member) ● Joel Gomito (Member/Encoder) ● Jayzon Cardines (Member/Encoder)	Matti Elementary School
		Binaton Elementary School
		Soong Elementary School
		G. Reusora Elementary School
SECONDARY SCHOOLS	TEAM I: ● Gervasio R. Salinas Jr. (Lead Monitor) ● Ivy F. Solano (Member) ● Peter-Jason Senarillos (Member/Encoder) ● Kristine Bejarin (Member/Encoder)	Digos City National High School Main
		Senior High School in Digos City
		Igpit National High School
		DICNHS Aplaya Annex
		Dawis National High School
		Matti National High School
	TEAM J: ● Jessica G. Lucero (Lead Monitor) ● Rodel L. Pagayon (Member) ● Frances Millicent Durano (Member/Encoder) ● April Rose Alcala (Member/Encoder)	Soong National High School
		Palan Tagabaw-Bagobo National High School
		Balabag National High School
		Ruparan National High School
		Goma National High School
		Kapatagan National High School
		San Roque National High School



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Enclosure No. 2 to Regional Memorandum No. 010, s. 2025

OPLAN BALIK ESKWELA (OBE)
MONITORING TOOL, SY 2025-2026

DATA PRIVACY NOTICE:

In compliance with the Data Privacy Act of 2012 this is to inform all users that any personal or sensitive information collected through the tool will be used solely for OBE monitoring and evaluation purposes and will be handled with strict confidentiality.

Name of School:		School ID:	
Levels of Education:		Other Information about the School:	
SDO/District:		Contact Number:	
School Head:		Date of Monitoring:	

Directions: Indicate the appropriate rating for each indicator. In the “**Remarks**” column, provide an assessment, note any concerns, and offer relevant recommendations for each indicator.

Rating: **FE - Fully Evident (2)** **PE - Partially Evident (1)** **NE – Not Evident (0)**

Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
Part I. Safe, Inclusive, and Healthy Learning Environment		
1. Has the school established and enhanced a multi-hazard contingency plan and other safety protocols?		
2. Are the following facilities functional and equipped with an adequate water supply? a. comfort rooms b. toilets		
3. Is/are there a functional handwashing station and potable drinking water supply?		
4. Are school premises—including classrooms, offices, and outdoor areas—clean, organized, free from garbage and clutter, with fences cleared of outdated signage and tarpaulins?		
5. Does the school have a GAD Plan and Budget that includes provisions for mental health, wellness, psychosocial support, and other intervention mechanisms for school personnel and learners?		
6. Are classrooms for Special Needs Education (SNED) learners situated at the ground level for easy access?		
7. Are assistive devices and personnel trained in Special Needs Education (SNED) available to support learners with special needs?		
Part I – Average Rating		



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Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
Part II. Availability of Learning Resources and Instructional Support		
1. Are the Self-Learning Modules (SLMs) across learning areas and grade levels sufficient for the number of learners?		
2. Are the textbooks across learning areas and grade levels sufficient for the number of learners?		
3. Are there relevant references and supplementary materials available for distribution to learners across learning areas and grade levels?		
4. Are there ready-made interventions or intervention materials available for Students At-Risk of Dropping Out (SARDO) through Alternative Delivery Modes (ADM)?		
5. Are TVL, science, and math equipment functional and ready for use?		
6. Are there pools of reading intervention materials available for the implementation of RLIP and other reading programs that would cater to the different reading needs and reading levels of learners?		
7. Are there appropriate reading assessment tools available and ready for use in evaluating reading levels across grade levels at the beginning of the school year?		
8. Are the current class and teachers' programs with the list or roster of students posted at the entrance door?		
9. Are teaching loads properly distributed/assigned and received by concerned teachers?		
10. Are the Unified Table of Specification (UTOS) and Budget of Work (BOW), including the unpacked learning competencies, available and provided to the teachers in school for Kindergarten, Grades 1, 2, 3, 4, 7, and 8 to ensure effective curriculum delivery and instructional planning?		
Part II – Average Rating		
Part III. School Infrastructure and Connectivity		
1. Are there enough classrooms to accommodate all learners?		
2. Does the school meet the 1:45 ratio of classroom for learners?		
3. Are tables and chairs sufficient for all learners, meeting the 1:1 ratio?		
4. Does the school have enough computers or tablets for learners?		



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Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
5. Are there sufficient devices for teachers and non-teaching personnel?		
6. Is there a reliable and stable internet connection throughout the school? Please indicate the speed in Mbps for the following: a. Office use : _____ b. Classroom use : _____		
Part III – Average Rating		
Part IV. School Governance and Community Support		
1. Is there a transparency board displaying the sources and utilization of school funds to stakeholders?		
2. Are parents' orientations conducted?		
3. Does the school conduct proper coordination with other partner agencies?		
4. Has the school implemented and documented interventions (e.g., redistribution, borrowing) to address shortages of critical teaching and learning resources, such as chairs, textbooks, and modules?		
5. Is there an Oplan Balik Eskwela (OBE) Task Force or Public Assistance Desk near the entrance to cater to the concerns of late enrollees?		
6. Has the school prepared and implemented protocols for the flag ceremony, including line markers and assigned class advisers or personnel to manage student formation?		
7. Is there a plan for Monitoring and Evaluation (M&E) processes to improve the school's learning outcomes (e.g. reading and assessment)?		
8. Is the school compliant with the No Collection Policy, ensuring that no fees or contributions are solicited from learners during enrollment or at any time within the school year, in accordance with RA No. 4206 as amended by RA 5546?		
9. Is the school free from any complaints related to the "No Collection Policy"?		
Part IV – Average Rating		
Part V. Teacher Development and Personnel Wellness		
1. Is there a plan for regular Collaborative Expertise Sessions (or LAC sessions) for teachers to stay updated with the latest teaching strategies and pedagogies?		



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Indicators to be Monitored	Observations	
	Rating	Remarks (Assessment, Concerns and Recommendation)
2. Is there a Technical Assistance Plan and Mentoring and Coaching that ensures access to mentoring from experienced teachers or subject experts?		
3. Is there an updated Human Resource Profile?		
4. Are workplace conditions suitable for optimal productivity and safety (e.g., ventilated workspaces, functional equipment, designated faculty rooms)?		
5. Is the school ready for the implementation of learning and development for Revised K to 12 curriculum for Grades 2, 3, 5, and 8?		
Part V – Average Rating		
Overall Average rating		

Suggested Guide Questions for the Focused Group Discussion:

1. What challenges did your school encounter in preparing for the opening of classes, and how were these addressed?

2. What good practices or innovations has your school implemented to ensure a safe, smooth and organized school opening?

3. What Technical Assistance (TA) have you received from the Regional Office and Schools Division Office on OBE?

4. What TA you or your school would like to receive from RO and SDO?



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School Readiness Scoring Rubric:

Overall Weighted Mean	Descriptive Rating	Interpretation
1.61 – 2.00	VR – Very Ready	The school has fully established and prepared all systems for the opening of classes with no issues.
1.21 – 1.60	R - Ready	The school has established and prepared all systems for the opening of classes, with a few minor issues that are manageable but still need to be addressed.
0.81 – 1.20	MR - Moderately ready	The school has partially established and prepared all systems for the opening of classes, with several minor issues that need to be addressed.
0.41 – 0.80	FR – Fairly Ready	The school has inadequately established and prepared systems for the opening of classes, with a few major issues that need to be addressed.
0.00 – 0.40	PR – Poorly Ready	The school has inadequately established and prepared all systems for the opening of classes, with several major issues that require immediate action or intervention.



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Summary:

Part	Total Average School	Descriptive Rating
Part I. Safe, Inclusive, and Healthy Learning Environment		
Part II. Availability of Learning Resources and Instructional Support		
Part III. School Infrastructure and Connectivity		
Part IV. School Governance and Community Support		
Part V. Teacher Development and Personnel Wellness		
Overall Average Score		

Overall Interpretation:

Monitoring Team:

Member, Monitoring Team

Member, Monitoring Team

Member, Monitoring Team

Member, Monitoring Team

Name and Signature of the School Head

Date of Monitoring: _____